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([redacted], Boston University, 1913)

In partial fulfillment of requirements for

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Junior high school.

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School. She is a college graduate and is drawing upon her knowledge of French which she received in College. She is a good teacher, but her pronunciation would make a Frenchman wonder, and recently I heard her deliberately teach her class to violate one of the fundamental rules of French pronunciation! In another school the French is in charge of a man who attended college for three years and normal school for one year, and then taught for three years in a vocational school. Last year he took special work at Clark University under Dr. Hall. Nevertheless he is not a good teacher because he does not have the "Junior High School idea" and a spirit of defiance is at times evident in his class room.

Boston itself is not free from this difficulty. While Junior High Schools, as such, have not yet been established, modern languages are taught in the upper grades of the elementary schools. For some of this work teachers of foreign parentage have been secured and in some cases, temporarily at least, it has been found necessary to import foreigners, not professional teachers, to teach the language under the supervision of the regular teacher. There is an element of danger in this policy because of the fact that

(3) [illegible] in nature than the pure prim.

From these facts it is evident that teachers must have special training for this work. Certainly none but college graduates should be employed and their training should begin with the first year of the college course. Even at this early age many are reasonably sure of what they wish their life-work to be. Those who announce their intention of becoming modern language teachers should be put in special classes designed for teacher-training, and under the direction of a member of the faculty who has made this work his specialty.

More intensive work should be done with particular emphasis on phonetics, pronunciation, the practical use of the language, the history, institutions, geography and the daily life of the people whose language is being studied. The literature should also receive attention, but it should be subordinated to the other branches, particularly the practical command of the living tongue. This means not only a recasting of the present college courses, but a complete re-vision, so the courses may be arranged so that one may pass successfully most of them and still be completely nonplussed how to teach a foreigner.

In addition to the mere language training courses in Education, principles and psychology of education and practice teaching should also be provided for.

All this applies to anyone who plans to teach modern languages, but for Junior High School teaching a year, at least, in a normal school is necessary in order to become more familiar with the methods of teaching, and the psychology of the adolescent, and to acquire the "Junior High School idea". Practice teaching and observation in Junior High Schools in actual operation should supplement the class room work of the normal school.

Actual contact with natives is essential to good modern language teaching and a trip abroad is, therefore, desirable. For many of our young teachers this is almost impossible and a good substitute is a course in a good summer school, such as that conducted by Middlebury College. Here the students are under the influence of native teachers at all times and a foreign atmosphere is created by having nothing but the foreign language spoken during the entire six weeks, in the social activities of the students as well as in the class room.

Another difficulty encountered in introducing modern languages into the Junior High School has been that of securing suitable text-books. This is doubly true at present, because a poorly equipped teacher cannot rise above the text-book. Practically all of our modern

Foreign text-books (I am referring to the beginners' books) are covered for more mature minds than those for which we are dealing, and consequently the work is hampered.

There are several considerations which a beginners' text should embody. First of all it should be simple, that is, it should be written primarily and particularly for the mind of the average boy or girl of twelve years of age. This means the complete abandonment of some of the features of books intended for later use, such as involved grammatical rules stated in technical terms, numerous exceptions to rules, and involved statements of the use of the subjunctive.

From the standpoint of interest such a book should be based upon the conversational method, in fact, conversation should be its very backbone. The grammatical or reading methods would serve only to lessen the interest of the child just when it ought to be at its height. Conversation also provides for a real working knowledge of the fundamentals of the language.

A minimum, if any, of matter to be translated from English into the foreign idiom should be included. A foreign atmosphere, to a large extent, can be created in the school room by conversation and

vocabulary and all this is suddenly destroyed by the introduction of too much English. Translation into English and such questions on the matter translated provide abundant material for grammatical drill.

The reading material in each lesson should precede the statement of the grammatical principle presented, should be a unified whole, not disconnected, unrelated sentences, and should be some bit of foreign literature, or at least should contain some information about national heroes and customs. It also seems possible and highly desirable to have these selections illustrate the grammatical principle which is the subject of the lesson, - that is, if the lesson is on the definite article, let the selection be a poem or short bit of prose which is especially rich in definite articles. Thus drill in grammar will be provided and a knowledge and appreciation of the literature will also be acquired. This is practicable in the case of a great many constructions. To be sure, suitable selections may be difficult to find, but patient search will reward them and modern language teachers will forever be in the debt of the person who performs the task.

Even properly equipped teachers and suitable text-books, what turn is the work to take? How much work and what kind shall be attempt to do? I have already mentioned two kinds of the work, namely, conversation.

[illegible] contains the [illegible]. [illegible] the
German [illegible] might be translated:

1. [illegible] - [illegible]

[illegible] - [illegible]

3. [illegible] - [illegible]

[illegible] - [illegible]

[illegible] - [illegible]

For modern plays:

[illegible] - [illegible]

[illegible] - [illegible]

[illegible] - [illegible]

[illegible] - [illegible]

[illegible] - [illegible]

Composition work, if desired, may be introduced
[illegible] in [illegible], although it is highly desirable to
[illegible] one of English as much as possible, and the
[illegible] should be read, as far as possible,
[illegible] the necessity of translating into English.

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